



# APPLIED POLICY ANALYSIS

POL/EPC 390 | WINTER 2024



## MEETINGS

M | W 9:30 – 10:50 am  
Locy 214  
Check Course Schedule for more information

## FACILITATORS

*Dr. Kim Marion Suiseeya*  
Associate Professor of Political Science

*Sara Kayyali*  
PhD Candidate in Political Science

## BEST WAY TO REACH US

### Email

kimberly.suiseeya@northwestern.edu  
sarakayyali2022@u.northwestern.edu



### Office Hours by appointment OR:

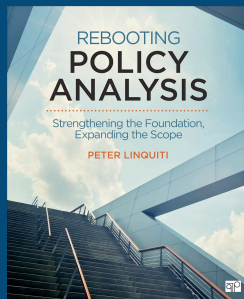
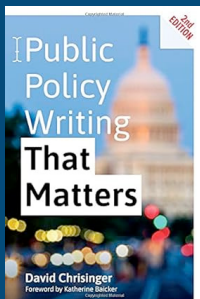
Kim, Scott Hall 309, Th 2:00 – 4:00 pm  
Sara, Scott Hall 228, Tu 12:00 – 2:00 pm

## COURSE DESCRIPTION

This course explores what it means to identify, examine, and explore solutions to public policy problems while practicing concrete skills and approaches to public policy analysis.

## COURSE RESOURCES

We are using two books this quarter: Chrisinger's Public Policy Writing that Matters and Peter Linquiti's Rebooting Policy Analysis. Information for accessing and assistance with purchasing these materials are on Canvas, as are other course materials.



## WHAT WE WILL LEARN AND DO

- 01** Identify and understand the major steps in policy analysis
- 02** Recognize common pitfalls in policy analysis and how to avoid them
- 03** Understand the practical and ethical implications of different approaches to policy analysis
- 04** Evaluate public policy problems using different theoretical approaches
- 05** Produce an analysis that evaluates a public policy problem and offers a well-reasoned assessment of politically, economically, and socially possible pathways forward

## COMMUNICATION AND WRITING INTENSIVE

Public policy issues are questions about what governments should – or should not – do to address problems that affect large numbers of people. What should governments do about rising rates of homelessness and unhoused populations? Climate change? Corruption? Education? Water quality and access? Trade? Migration? Environmental conservation? This list and a multitude of additional public policy problems facing governments present a variety of challenges. To help policymakers make decisions, policy analysts think and communicate clearly. You must be able to write concisely about complex problems and analyses. To hone these skills we will write and revise often, share feedback with each, and practice oral testimony.

## HOW TO THRIVE IN THIS CLASS

- We all hold valuable knowledge. Bring your knowledge and full self to class and share with others
- Take care of your emotional, physical, and mental health
  - Seek help with difficult concepts during class meetings or during office hours
- Take handwritten notes while reading for class and during our sessions

## HOW WE WILL LEARN TOGETHER

During our time together, we will primarily engage in structured, critical discussions and practice. This requires that you come to class prepared to engage deeply in the reading material and apply key concepts and skills to different types of policy problems.



To receive EPC credit for this course, you must work on an environmental policy problems. To receive NAIS credit for this course, you must work on public policy problems related to Native Nations or Indigenous communities.

## DEMONSTRATING & ASSESSING YOUR LEARNING

### KNOWLEDGE CHECK

#### AT THE BEGINNING OF CLASS

Check your understanding of assigned readings through short quizzes, activities, and assignments. You must demonstrate a basic understanding of the key concepts explored in each reading to meet the related learning outcomes.

#### DEFINE PUBLIC POLICY PROBLEMS

Hone your skills for researching public policy problems, thinking clearly, and writing effectively by identifying and defining 3 public policy problems you will focus on this quarter.

### PROBLEM DEFINITION

### EVALUATION CRITERIA

#### DETERMINE HOW TO ASSESS SOLUTIONS

Develop and practice analytical thinking skills by identifying and defining multiple sets of criteria using different perspectives that define success for 2 particular public policy problems.

#### EXPLORE, DEVELOP, AND ANALYZE MULTIPLE SOLUTIONS

Demonstrate an understanding of how governments solve public policy problems by developing creative, innovative, and feasible policy options for addressing 1 public policy problem.

### POLICY OPTIONS

### ORAL TESTIMONY AND OP-ED

#### HONE EFFECTIVE COMMUNICATION SKILLS

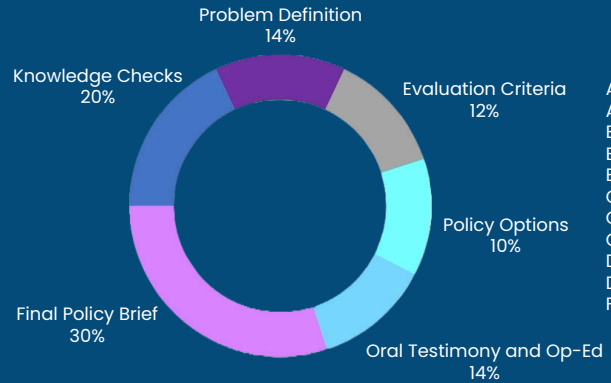
Cultivate and practice communicating complex analyses to a general audience by crafting a 3-minute oral testimony and 500-word op-ed that advances your policy solution.

#### FINAL PROJECT

Showcase your analytical and communication skills by producing a final policy analysis brief and analytical reflection that reflects peer and facilitator feedback, demonstrates a well-reasoned assessment of policy options that supports decision-making.

### POLICY ANALYSIS BRIEF

## GRADING



## SHARED RESPONSIBILITIES

### POWER

Knowledge—its production, dissemination, and interrogation—is where power is centered within a university. I invite you to challenge the assumptions that underly our learning and actively co-create a community of learners that investigates and dismantles power hierarchies and promotes more diverse and democratic approaches in our learning.

### ACCESSIBILITY

If you need any accessibility-based accommodations, please let us know so we can make appropriate arrangements.

### LIFE TOKENS

Life happens. Use up to 2 life tokens for a no-questions asked deadline extension for up to 1 week or assignment resubmission. Just let us know when you're using a life token. A simple email to both of us saying you are using a life token will suffice.

### DUE DATES

Assignment due dates are designed to help us progress through the course while engaging in deep learning. Feedback for late work without a life token will be available through a one-on-one meeting.

### POLICIES

Lastly, the university requires me to pass along to you a whole litany of contractual information, some of which you may find important, some of which you may not. I have placed this information on our course Canvas site so you can refer to it as needed.

# COURSE SCHEDULE

**JAN 3** **Course Basics**  
During Class: Introductions and Syllabus Review

**JAN 8** **Exploring Public Policy Problems**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A

**JAN 10** **Approches to Policy Analysis**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A  
After Class: **Post Policy Problem Topics**

**JAN 15 - MARTIN LUTHER KING, JR DAY - UNIVERSITY CLOSED**

**JAN 17** **Policy Analysis Basics**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A  
After Class: Begin compiling Policy Research  
Resource list

**JAN 22** **Policy Analysis Basics**  
Before Class: Complete Readngs  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A  
After Class: Continue compiling Policy Research  
Resource list  
Complete draft problem statements

**JAN 24** **Defining Public Policy Problems**  
Before Class: Finish your draft problem statements  
During Class: Complete Knowledge Checks  
Class Activity with draft problems  
After Class: Begin drafting Problem Definition Brief  
Continue compiling Policy Research  
Resource list

**JAN 29** **Finding and Evaluating Evidence**  
Before Class: **Submit your Problem Definition Brief**  
During Class: Explore Library Resources with Librarian  
After Class: **Finalize and submit Policy Research  
Resource list**

**JAN 31** **Things Governments Do**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A  
After Class: Begin brainstorming different  
definitions of success for your policy  
problems

**FEB 5** **Perspectives in Policy Analysis**  
Before Class: Complete Readings  
During Class: Complete Knoweldge Checks  
Structured Discussion, Q&A  
After Class: Continue brainstorming different  
definitions of success for your policy  
problems

**FEB 7** **Perspectives in Policy Analysis**  
Before Class: Complete Readings  
During Class: Values matrix activity  
After Class: Draft Evaluative Criteria Brief

**FEB 12** **Indigenous and Intersectional Approaches to Policy Analysis**  
Before Class: **Submit Evaluative Criteria Brief**  
During Class: Lecture, Q&A, Class Activity  
After Class: Begin brainstorming potential policy  
solutions

**FEB 14** **Comparative and International Policy Analysis**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Lecture, Q&A, Class Activity  
After Class: Continue brainstorming potential  
policy solutions

**FEB 19** **Constructing Building Blocks for Policy Analysis**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Structured Discussion, Q&A  
After Class: Continue brainstorming potential  
policy solutions

**FEB 21** **Constructing Building Blocks for Policy Analysis**  
Before Class: Complete Readings  
During Class: Complete Knowledge Checks  
Q&A, Class Activity  
After Class: Draft Policy Options Brief

**FEB 26** **Writing Workshop**  
Before Class: **Submit Policy Options Brief**  
Print 3 copies of your Problem  
Definition, Evaluative Criteria, and  
Policy Options Briefs; bring to class  
During Class: Peer Workshopping

**FEB 28** **Writing Workshop**  
During Class: Create revision plan and share with  
peer group  
Submit revision plan  
After Class: Prepare 3 minute testimony on your  
policy problem, criteria, and one  
possible solution. Draft Op-Ed.

**MAR 4** **Oral Testimonies**  
Before Class: Practice 3 minute testimony  
**Submit Op-Ed**  
During Class: **Present 3-minute oral testimonies**  
**Provide written peer feedback**

**MAR 6** **Moving Forward (Last Class)**  
Before Class: Complete Readings  
Practice 3 minute testimony  
During Class: Finish 3-minute oral testimonies  
Class Activities  
After Class: Begin drafting Final Policy Brief

**MAR 15 - FINAL POLICY BRIEF DUE**

**ORANGE dates indicate an assignment due date.**